

Spring 1-15-2000

ENG 1001C-002: Composition and Language

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English 1001C—Spring 2000
Syllabus

Instructor: Janelle Carey
Office: 315I Coleman
Office hours: 9:30--11:00 Tues., Thurs.
12:30--2:00 Tues., Thurs.
Other times by appointment

Phone: 581-6287 (office)
345-2994 (home)
e-mail address: cfkjc@eiu.edu

Texts for the course: The Student Writer: Editor and Critic 4th ed., Clouse
The Prentice Hall Reader 5th ed., Miller
A Pocket Style Manual 2nd. ed., Hacker

Class Policies and Procedures

Attendance: Please be clear about this from the beginning: you must attend class on a **regular** basis if you expect to earn a passing grade for this course. It is impossible to duplicate class discussions and activities for students who are absent. Since students arrive at a greater understanding of course material through these class discussions and activities, those who frequently miss class find themselves at a serious disadvantage when writing papers or completing class assignments, and such frequent absences almost always manifest their effect on the final course grade.

Missed assignments and exams: Missed assignments may be made up for credit only with a verified excused absence. If you are ill but do not go to Health Service, please phone me during my office hours **on the day of the absence** to verify an excused absence for that day's class session. Arrangements for making up missed work must be made with me the class period immediately following the absence. If you have a university-recognized anticipated absence (academic or athletic activity), please note that you are to submit any work that is due on that date **before** the anticipated absence. If you need to speak to me about assignments or missed class work, please phone me during my office hours or phone me at home. **Do not leave voice-mail messages on my office phone; those messages go to Mrs. Clark, not to me; consequently, I will not receive messages you leave there.**

Late papers: You have ample time for each essay assignment; however, for those of you who have a tendency to procrastinate, please note that essays which are turned in late will lose one letter grade for each class meeting that they are overdue.

Submitting Essays

All essays should be submitted according to proper MLA format, which may be found in your handbook, A Pocket Style Manual. You will need a pocket folder in which to submit your essays for evaluation. The final manuscript should be placed on the right side of the folder; all other phases of the writing process—planning, rough draft(s), peer evaluations and revisions—should be placed, in that order, on the left side of the folder. Papers submitted without all phases of the writing process will be considered incomplete and will thus lose a letter grade. That means that even though you have your drafts on disk, you must make paper copies of all drafts to be included in your submission folder. On the date that they are due, essays should be in the proper order and ready for submission at the beginning of the class period--no last minute printing in class.

Course requirement: Please be aware that you must complete and submit **all** essays (no matter how late they may be) in order to pass the class. Failure to submit all essays will result in an “NC” for the course.

Grading

During this semester you will write five major essays. In addition you will have numerous short writing assignments and exercises designed to help build skills and develop style. Grades will be assigned on a point system as indicated by the following chart.

Point values for the course:

Essay #1-----	0 points (instructor comments only)
Essay #2-----	80 points
Essay #3-----	120 points
Essay #4-----	140 points
Essay #5-----	160 points
Additional assignments-----	100 points

The total number of points possible for the course is 600. Grades will be assigned according to the following grading scale:

540--600 = A
480--539 = B
420--479 = C
419&below = NC

On official transcripts and grade reports, any grade below 420 points will be recorded as “NC” (no credit). Any student receiving “NC” for the course must retake English 1001C before enrolling in English 1002C.

Please keep all returned papers, exercises, and any other graded assignments in a pocket folder so that you will have a ready record of your progress in the course. You can figure your grade in the course at any time during the semester by dividing the number of points you have accumulated by the number of points possible up to that time.

The best news of all--for you and for me--is that there is neither a mid-term nor a final exam in this class.

Policies and Procedures for the ETIC

On alternating weeks we will meet in CH340, the English Technology-Integrated Classroom or ETIC. The classroom is equipped with 24 Gateway computers which use a version of Microsoft Word 7.0. If you have access to a personal computer which uses a version newer than Microsoft Word 7.0, or if you use a program other than Microsoft Word, **you must remember to save your work in Rich Text format** in order to be able to work effectively between computers. For saving your work, you will need at least three pre-formatted IBM-compatible high density diskettes (1.44MB). It is imperative that you **always** make back-up copies of your work. Diskettes should be clearly labeled with your name and appropriate course information.

The ETIC is a classroom which lends itself well to self-directed work, so frequently during your class periods there you will have time to work on rough drafts, class assignments, final drafts, or other course projects. Note that a few rules do apply. First, there are to be absolutely no drinks or food in the classroom. In addition, you are expected to work on course assignments, and unless all of your assigned work has been completed and submitted, you may not use the computers for reading e-mail or browsing the internet. In short, you must stay on task; failure to do so will result in dismissal from the class. In the event that we need to use class time in the ETIC for instructional purposes, I also expect you to be attentive to lectures or class discussions. In other words, no working on the computers when attention should be directed to the person or persons talking--a simple matter of courtesy, I think.

I'm sure that many of you have more experience with computer use than I do, so I welcome your comments and suggestions. For those of you who are relatively new to computer use, relax and don't be afraid to ask questions. Remember that this class is first and foremost a composition course; the computers are here to serve our needs, not to overshadow our purpose. I hope you enjoy the semester and come away with a sense of confidence in your writing skills.

Enrollment Reminders

Students who have ACT scores in English of 15 or below (13 on the old version of the test) or who have no test scores on file with the university must pass English 1000 before enrolling in English 1001C.

and

Successful completion of English 1001C or its equivalent is a prerequisite for enrollment in English 1002C.

Plagiarism Policy

Please note the English department's statement concerning plagiarism:

"Any teacher who discovers an act of plagiarism-- 'The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation of them as one's original work' (Random House Dictionary of the English Language)--has the right and the responsibility to impose upon the guilty student an appropriate penalty, up to and including the immediate assignment of a grade of 'F' for the assigned essay and a grade of 'F' for the course, and to report the incident to the Judicial Affairs Office."

Please note that I shall adhere to this policy throughout the semester.

Writing Center

Please be aware that help is available through the Writing Center in Coleman Hall, room 301. Students who may need help with a particular writing problem or problems are urged to stop by the center for individual attention. The Writing Center is NOT a proofreading service, however. Do not take an unmarked paper in and expect someone to find all of your errors before you hand in the paper. If you are having difficulty getting started on a particular assignment or if you know you are weak in a particular area, by all means, stop by the center for help. I may, in fact, refer you to the Writing Center if I detect consistent serious errors or weaknesses in your writing. The Writing Center is not a center for remedial students only. Don't be afraid to ask for help, and do it before it is too late to salvage your grade. Check the notice on the Writing Center door to find operating hours for the current semester.

Students with Disabilities

Please note the following information from Ms. Martha Jacques, Coordinator of the Office of Disability Services: "If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services (581-6583) as soon as possible."

Course Objectives for English 1001C

These are the guidelines set forth by the English department's composition committee:

Students should receive instruction which will enable them to develop

- expository and argumentative papers in which paragraphs, sentences, and words develop **one** controlling idea. These papers should have a beginning, middle, and end. At least one of them should reflect the principles of documentation.
- paragraphs that are discrete, purposeful units within the paper. Where appropriate, paragraphs should be developed by means of examples, details, and illustrations
- sentence patterns that are direct, economical, free of ambiguity, and structurally appropriate for the ideas expressed.
- standard written English that exemplifies principles of preciseness and of suitability to the purpose of the paper.

English 1001C—Spring 2000
Course Outline

Please note that this is a tentative outline, subject to change as need arises.

Tues., Jan. 11---Introduction to the course

Thurs., Jan. 13---In-class essay (for diagnostic purposes)

Looking at the whole essay/ using examples

Tues., Jan. 18---Be prepared to discuss the following essays:

“How Books Helped Shape My Life,” The Prentice Hall Reader, pg. 312

“This Is Progress?” The Student Writer, pg. 184

Thurs., Jan. 20---Discussion of the planning process/ thesis statements/assignment of topics

Tues., Jan. 25---Writing work period/ first draft to be dropped in folder on desktop at the end of the period

Thurs., Jan. 27---Writing work period/ revisions

Tues., Feb. 1---Looking at introductory and concluding paragraphs

Thurs., Feb. 3---Peer evaluation session; **bring four copies of your paper to class**

Developing body paragraphs/ arguing effectively

Tues., Feb. 8---Essay #1 due at the beginning of the class period; have your paper in the proper order in your folder and ready to submit when you get to class
Begin discussion of effective argumentation; we will look at the essay “Eastern Should Keep Text Rental System” and discuss methods of organizing an effective argument

Thurs., Feb. 10---Be ready to discuss the following essays: (all in The Student Writer)

“Indian Bones,” pg. 319

“Why Drug Testing Is Needed,” pg. 321

“Parents Also Have Rights,” pg. 324

Assignment of topics

Tues., Feb. 15---Discussion and exercise on making paragraphs concrete

Thurs., Feb. 17---Continue discussion of developing paragraphs

Tues., Feb. 22---Writing work period/ rough draft to be dropped in folder by end of class

Thurs., Feb. 24---Peer evaluation session

Writing effective sentences/ comparing and contrasting

Tues., Feb. 29---Essay #2 due at the beginning of the class period; have all phases in the proper order in your folder and ready to submit at the beginning of class
Begin discussion of comparison/contrast—purpose and organization
Read “Two Views of the River” in class (on desktop)

Thurs., Mar. 2---Discussion and exercise on varying sentence structure

Tues., Mar. 7---Using and documenting sources

Thurs., Mar. 9---Writing work period

Tues., Mar. 21---conferences

Thurs., Mar. 23---conferences

Tues., Mar. 28---Peer evaluation session

Thurs., Mar. 30---Writing work period

Choosing precise words/ defining terms

Tues., Apr. 4—Essay #3 due at the beginning of class; have all phases organized and ready to submit at the beginning of the class period

Begin discussion of definition—purpose and rhetorical strategies to develop an extended definition

Thurs., Apr. 6---Be prepared to discuss the following essays: (all in The Student Writer)

“Spanglish Spoken Here,” pg. 274

“Appetite,” pg. 276

“The Egalitarian Error,” pg. 278

Group work on using strategies for definition

Tues., Apr. 11---Finish group work

Assignment of topics

Thurs., Apr. 13---Writing work period; rough draft to be dropped in folder at end of class

Tues., Apr. 18---Eliminating wordiness and clichés

Thurs., Apr. 20---Peer evaluation session; **bring four copies of your essay to class**

Tues., Apr. 25---Writing work period

Thurs., Apr. 27---Essay #4 due at the beginning of class

No final exam for this class.